

RATE, REASONS AND RESULTS OF TEACHERS' VIOLENCE ON STUDENT: TRIANGULATED PERSPECTIVES OF STUDENTS, TEACHERS AND PARENTS

Dr Mamta Garg

Associate Professor, Department of Education, USOL Panjab University, Chandigarh

ABSTRACT

Violence by teachers towards students has been legally banned in 125 countries to upkeep the child's right of dignity, still millions of children are physically abused under the guise of discipline. There seems to be a gap between law and its enforcement. One of the reasons for the gap may be attributed to the acceptance of such violence by various stakeholders. The answer could be obtained from those who are directly involved as perpetrator (teachers) or victim (students) and those who might have bear the burn indirectly i.e. parents of latter. The present study is an attempt to review the status in Indian schools by adopting qualitative approach. Its extent has been studied in terms of prevalence, causes and consequences by using survey method and semi structured interviews with teachers, students and parents. The gravity of the issue has been presented by narratives of students, teachers and parents.

Keywords: Teachers, Students, Violence, CRC, School

INTRODUCTION

Teachers are significant adults who are responsible for infusing the social, moral, spiritual and ethical values in their students besides imparting subject knowledge. It is expected that students learn important life lessons about empathy, respect for others, and peaceful conflict resolution from them. Ladd (2005) advocated that teacher-student relationships exert an important influence on children's academic, social-emotional, and behavioral adjustment. Students look upon their teachers for their protection in schools especially from peer victimization and intimidation (Doll, Song & Siemers, 2004). But many teachers breach the trust as they themselves victimize students and become a source of students' distress.

During past few decades the issue of violating the child's right of dignity caught attention. There is a growing concern globally for addressing the issue of corporal punishment as an act of violence because of its adverse effects on the learners in immediate propinquity and society

consequently. Consequently, some actions have been initiated to combat it by framing policies, acts and laws. In 1990, United Nations Convention on the Rights of the Child (CRC) laid the foundations for the protection of children from ‘all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.’ Pinheiro comments, “We cannot let more generations of children suffer these obvious and deliberate violations of their rights. We must not keep children waiting” (Global Report, 2015, p.1). Despite the existence of special laws and acts (such as Article 19, 28, 37 of Convention on the Rights of the Child) which prohibit teachers to use any form of violence against students, still physical and psychological punishment is common across continents (Global Report 2015, p.6-7). Around the world, millions of children are physically abused, under the guise of discipline with a rate of even 80% in some countries (Plan International Report, 2013). In some Asian countries, 20% to 50% of students were victimized by teachers (Summary report 2015). In Gaza, a large number of students are subject to a high degree of physical (61.4%) and psychological (84.8%) violence from their teachers (Hisham & Jamal, 2014). Riley, Lewis and Wang (2012), found that 58% of Chinese and 72% of Australian teachers adopted aggressive measures (with different frequencies) against students. In South Africa, Pottinger and Staire (2009) reported that the most frequent bullying behavior of teachers in schools included being making feel embarrassed or humiliated (reported by 29.4% students), beaten (23.5%), and unfairly disciplined (20.0%) and Burton and Leoschut (2013) reported 49.8% learners been caned or spanked by an educator or principal as punishment for wrongdoings. In Ghana, 5.7% learners were victimized of sexual harassment by their educators (O Agu, Brown, Adamu-Issah & Duncan 2004). In U.S., Gershoff (2015) reported that only 2% students bear corporal punishment in schools whereas Wasef, (2011) found that corporal punishment of children as reported by their parents is 96% for public schools and 58% for private schools. Zimbabwean educators beat their learners with thick sticks, hosepipes or ropes and even sexually abused their learners (Mitchell & Mothobi-Tapela, 2004).

EFFECTS ON STUDENTS

Lewis, Romi, Qui, and Katz, (2005) argued that though student misbehaviour can provoke aggressive teacher management, but it adversely affect students’ learning and attitudes toward school. Mayor and Leone, (1999) also posit that the coercive measures used by teachers on students interfere with their learning and result in an atmosphere of mistrust and resentment. Many children faced failure or abandoned school due to punishment (Baruha & Goswami, 2012; Gul, Gulshan & Ali, 2013; Plan India, 2006). Besides, it causes physical harm (such as bruises, broken limbs and cuts needing stitches) and long term psychological effects on students (Durrant, 2005; Hyman & Snook, 1999; Sava, 2002). Paolucci and Violato, (2004) found that students’ self-esteem and self-confidence also get deteriorated along with some other personality

traits whereas Pottinger and Staire (2009) reported that students became oppositional, lost trust in others, and became depressed due to their teachers' bullying behavior towards them. Greydanus (2010) gave reference of development of '*Educationally Induced Post-Traumatic Stress*' among students who are subjected to severe punishment. This disorder leads to difficulty in sleeping, fatigue, feelings of sadness and worthlessness, suicidal thoughts, anxiety episodes, increased anger with feelings of resentment and outbursts of aggression, deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, intense dislike of authority, somatic complaints, tendency for school avoidance, school drop-out, and some other negative high-risk adolescent behavior (p.4-5). Not only being victimized even witnessing the aggressive behaviour of teachers affects some student (Lewis, Romi, Katz & Qui, 2008). The teachers who behaved aggressively did not seem to recognize that aggressive behaviour directed toward students potentially damages the relationships they were able to form with them (Riley, 2009). It was reported in Russian schools that 77% students had poor or very poor relationship with teachers and teachers are held responsible for most problems and conflicts in the class (Sizova, 2014).

Besides physical and psychological effects, punishment has economical impact also which costs in billions of dollars. India ranked third in terms of the estimated economic cost of corporal punishment out of the 13 countries where cost of school violence was estimated by Plan International. Plan reckoned anything between \$1.4bn and \$7.4bn was being lost every year in India in social benefits because of school (Pereznieto, Harper, Clench, & Coarasa, 2010). Children who experience violence at school are likely to earn less, be in greater need of healthcare and other services, and contribute less to their countries' economies (Plan International, 2010).

Though teachers' violence towards students exists since centuries worldwide, but it caught attention during past three decades. There is a growing concern for addressing the issue of corporal punishment as an act of violence because of its adverse effects on the learners. Consequently, some actions have been initiated to combat it by framing policies, acts and laws. In 1990, United Nations Convention on the Rights of the Child (CRC) laid the foundations for the protection of children from 'all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.' Pinheiro comments, "We cannot let more generations of children suffer these obvious and deliberate violations of their rights. We must not keep children waiting" (Global Report, 2015, p.1). Despite the existence of special laws and acts (such as Article 19, 28, 37 of Convention on the Rights of the Child) which prohibit teachers to use any form of violence against students, still physical and psychological punishment is common across continents (Global Report 2015, p.6-7).

PURPOSE OF THE STUDY

By May 2015, corporal punishment is declared as unlawful in 125 countries and India is one of them (Global Report 2015, p.5). Indian law under the Free and Compulsory Education Bill, 2004 and the 86th amendment of the Indian constitution and subsequently 'Right to Free and Compulsory Education Act' 2009 (Article 17), warrant physical punishment or mental harassment and call for penalizing the person using it. Despite of these laws and acts, teachers still victimize students. Every year the Indian National Commission for the Protection of Child Rights reports that corporal punishment is common Indian schools. The question arises, why is it so? There seems to be a gap between law and its enforcement. One of the reasons for the gap may be attributed to the acceptance of such violence by various stakeholders. The answer could be obtained from those who are directly involved as perpetrator (teachers) or victim (students) and those who might have bear the burn indirectly i.e. parents of latter. Therefore present study aims to have an insight about perspectives of three main stakeholders i.e. students, teachers and parents on why such violence take place, how victims feel and is it indispensable. It is imperative to know prevalence of teachers' violence on students, its reasons and consequences to reduce the gap between policy and practice. Not only this, it is crucial for policy makers, administrators, teachers and parents to understand the gravity of the problem because this violence not only violate child's right to physical integrity and dignity but may be breeding other forms of violence in schools.

RESEARCH QUESTIONS

The study thus sought to find the answer of following questions:

- What is the rate and type of teachers' violence against students?
- What are the reasons for such behavior of the teachers?
- How did it affect the victimized students?
- What is the overall effect of teachers' violence?

METHODOLOGY

Qualitative approach was used as it gives opportunity to interact with respondents, capturing their missing voices and reveal perspectives/perceptions of people in their own words to explain their experiences (Nastasi & Schensul, 2005). Briggs and Briggs (cited in Holstein & Gubrium, 2012) advocated the interview technique to capture the real picture "interviews result in stories-some very short, some very long that accounts of opinion, persons, events, and the world at large". Keeping this in mind, semi-structured interviews and focus group discussions were carried out in this study. Particularly, some anecdotes and narratives of the participants were

recorded as recommended by Creswell (1998). It might help the researcher to build a holistic picture by analyzing the words, reports detailed views of informants in a natural setting. Nugent (2007) also opined that the incidents reported by the participants may be subjective, emotional, and personal but blending of these thoughts and feelings may be helpful to have an insight into participants' perceptions and experiences.

Sample

The sample of the study consisted of groups of students, teachers and parents. The students of 8th class were selected from twenty five schools from one province of India. A total of 923 students were included which constituted 25 focus groups. Besides these, 43 students who were nominated as most aggressive students were also selected by using Peer Nominations. For the sample of teachers, the researcher intended to take teachers from the same schools but most of the teachers refused to give any information in first instance because of the fear of any disciplinary action against them for inflicting punishment. Even after assuring the anonymity, only 53 teachers became the part of this research. Along with this, 15 mothers were included in the study to know their perspective/ experience of punishment of their wards.

Data Collection Techniques

Focus group discussion and semi-structured interview were conducted. The students' perspectives were studied with respect to rate of their victimization by teachers on a scale and related information was obtained in group discussion and semi structured interviews. To know the frequencies of teacher to student violence, a scale was constructed which included items pertaining to three kinds of violent behavior of teachers towards students such as verbal, physical and sexual. There were 12 items related with these behaviors of teachers towards students. On each item, the students were required to respond in terms of frequency of infliction (i.e. daily , 1-2 times in week, 2-3 times in month, not frequently, rarely and never) on them during last twelve months. This scale was standardized on 300 students of class 8th and its Cronbach' salpha found to be 0.85. Similarly, a tool was constructed for teachers to obtain their information in terms of exhibiting such behaviors on students. Semi-structured interviews were conducted with teachers also to know about their stake and with parents to have their experience/perspective for the same.

Procedure of data collection

Permission was obtained from the Director Public Instructions (DPI) Schools of the State and then after the school principals were approached. The principals were requested that the researcher would prefer to collect the data from students in the absence of their teachers so that the student might respond freely without any kind of fear. Fuchs and Kassel (2009) also raised

doubts and mentioned that when teachers or principals interfere with the survey they try to influence the information.

With the permission of school principals, students were contacted in their classrooms and informal discussions were conducted on the behaviors of the students with each others, with their teachers and also their teachers' behavior with students. Some information related with the purpose of the research was drawn during this informal discussion with the students. After making them comfortable, focused discussion was done on the issue of violence by teachers on students. The responses of the students were noted. Some of incidents narrated by the students were recorded as it was. Later on questionnaires were distributed among students to know the rate of victimization by teachers in various ways. Among these students, most aggressive students of the classes were selected by using Peer nomination form. They were interviewed to know about their experiences of teachers' violence against them. Usually such students encounter teachers' violent behavior frequently. After obtaining information from students, interviews were conducted with teachers. In each school only 1-2 teachers agreed for this. They were contacted after school hours for interviews. Researcher spent two to three days for data collection in each school. During the visits to the schools, the researcher made observations related with teachers' behavior with students as well as student to student behaviors inside the classroom as well as outside the classroom.

Care was also taken to keep conversation unbiased throughout discussion and interviews and distortion of information was fully minimized. For this, the information provided by the respondents was reiterated to them so as to ensure that there was no distortion. The credibility was assured by prolonged period of engagement and persistent observations as suggested by Lincoln and Guba (1985). Confidentiality and anonymity were particularly emphasized during the research. The participants were given the assurance of confidentiality so that they might express themselves fearlessly.

Interpretation of Data and Responses: Rate of student victimization by teachers was measured in terms of frequency of the incidences of various forms of teachers' violence as reported students and also by teachers. Narrative analysis was done to have an insight about reasons and effects of teachers' violence. For this, incidents narrated by students as well teachers were recorded and presented in the form of verbatim quotations.

FINDINGS OF THE STUDY

Rate and nature of victimization

During focus group discussion with students on the issue of teachers' aggressive behavior, they revealed that scolding was a routine. Every teacher yelled in the class almost every day. In some

groups, they reported that there was no one in the class who had not been slapped/ beaten by their teachers. Many students even told that teachers used sticks also (it was also observed by the investigator that in some schools teachers were carrying sticks). In one school, students revealed that not only their teachers but the teacher trainees who came for their internship also hit them with stick.

Self-report of the students revealed that every fifth child (21%) in schools became victim of teachers' violent behavior on daily basis, be it scolding or slapping or abusing or spanking or humiliating or any other such kind of behavior. Around 22% students were used to be victimized by teachers' at least 1-2 times in a week and 14% students used to get punishments for 2-3 times in a month. Besides, 33% students were not frequently victimized by their teachers but faced only 1-2 such encounters during last twelve months. There was only one student in ten (i.e. 10%) who reported that he/she were never being a victim of teachers' violent behavior during last one year.

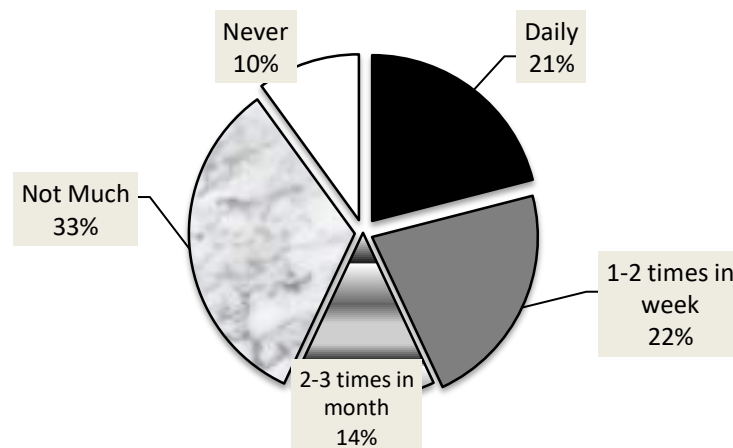


Figure 1: Victims of teacher violence towards students in schools

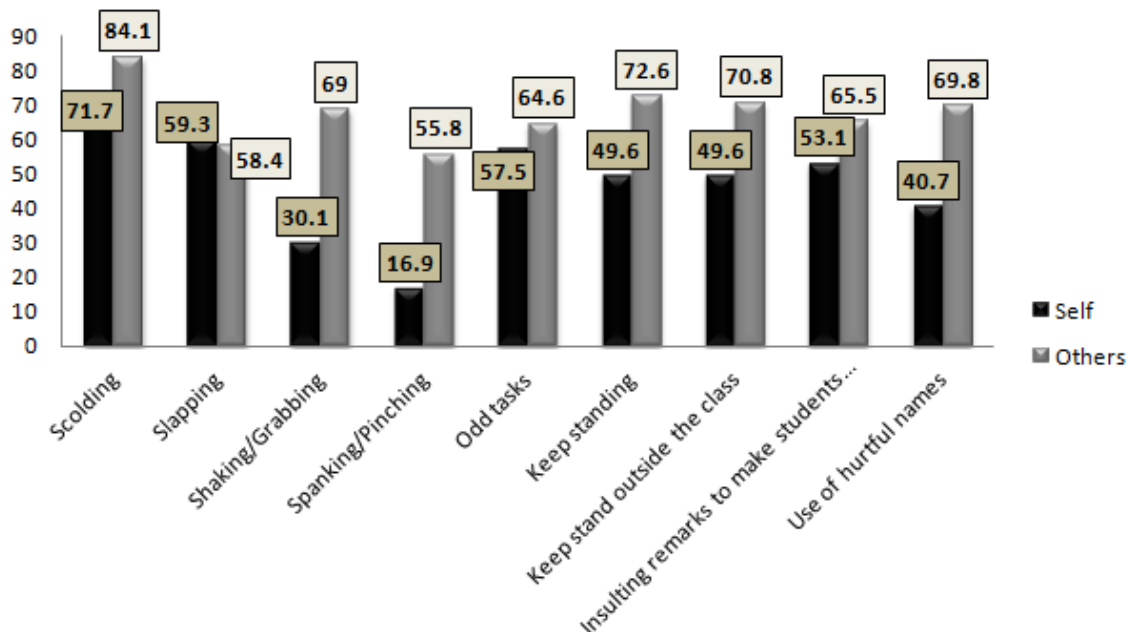
About different forms of victimization by teachers, the students reported that *scolding* by teachers is the most prevalent form followed by *slapping* as in totality more than fifty percent students were victims of this behavior of their teachers. About 41% students reported that they were *made to stand for long* during class hours and around 32% reported to be *spanked/pinched* by their teachers. Around one fourth of the sample (25.6%) reported that they were *made to stand outside* the class during class hours. Beside these, a large number of students (23.7%) stated that their teachers *insulted* them by passing shameful remarks on them. Many students (22%) were *assigned extra chores* like cleaning of classroom, setting up of furniture etc. as punishment and a similar number of students (21.8%) reported that teachers *grabbed and shaken* them. A large number of students (20.89%) also reported that they faced humiliation as their

teachers addressed them with hurtful names like ‘duffer’, good for nothing, etc. A few students (7.39%) also reported that they were *lockedup* in room. The *sexual harassment* by teachers was also reported by 2.44% students.

Number of teachers inflicting violence towards students (as reported by teachers)

The teachers were asked to report about, how many times in last twelve months they had used the different types of punishment. It was found that most of teachers (93%) targeted students with one or other form of violent behavior but only 7% teachers had not victimized their students even once during last one year. The teachers’ responses about their punishing /violent behavior towards their students indicated that *scolding* students was most commonly as used by 71.7 % teachers, followed by *assigning odd tasks* (like cleaning of classroom/washroom etc) by 59.3% teachers. Beside these more than fifty percent teachers (53%) *insulted their students by passing embarrassing remarks* and around 50% teachers reported that they *kept their student stand inside or outside the class*. Around 41% teachers reported that they *addressed students with different hurtful names* like ‘thoughtless, good for nothing, fool, duffer’ etc. The other forms of punishment like *slapping/shaking/grabbing, spanking/pinching, locking the students in room and suspended the students* for certain duration were inflicted upon students by 31.3%, 30%, 16.9% 12.6% and 9.9% teachers respectively. These teachers provided information about their fellow teachers’ behavior (figure 2)

Figure 2: Reporting by teachers about use of corporal punishment on students by themselves and their colleagues



While reporting about their fellow teachers, more incidences were mentioned. It is probable that the teachers had under-reported about their own behaviors towards their students. According to those teachers who inflicted punishments/violent behavior, they used only mild forms like scolding, assigning odd tasks and calling with hurtful names in routine not the harsh forms of punishment/humiliation in routine. Most of the teachers said that they incurred harsh forms of punishments (such as spanking, canning, slapping, locking up etc.) on students occasionally but many of their colleagues used it more frequently. Overall, findings about teacher to student violence show that 70% students encounter teachers' aggression frequently. Only 7% teachers denied use of any aggressive measures on students while 93% accepted it.

Reasons for Teachers' violence

- **Students' Perspectives:** The reasons for being punished as cited by students were, not completing the home-work, asking questions in between the lecture, or when some student complaint against fellow student and *sometimes without any reason*. A few students opined that teacher released their pent up anger on them. They said that either she had a fight at home or at school with principal/colleagues where she could not respond so she displaced her aggression on the students. There were a few students (mostly boys) in each class who were regularly insulted/ punished physically by the teachers. These students were targeted by teachers because they did not obey teachers' orders and cross-questioned the teachers.
- **As reported by teachers:** According to the teachers, they used only mild forms like scolding, assigning odd tasks and calling with hurtful names in routine not the harsh forms of punishment/humiliation in routine. For some violent acts such as sexual harassment, abusing, locking up, spanking etc. these teachers either reported to have never exhibited it or if so, with less frequently but had observed their colleagues to use these forms more frequently.

The teachers who inflict punishments on students were also asked to give the reasons for such behaviors. The teachers' responses about this have been presented in table 2:

It is evident from the responses of the teachers that the most cited reason for inflicted punishments (slapping/spanking, making the students stand in or outside class, odd tasks etc) and other violent behaviors (scolding, grabbing/shaking, insulting etc) included *indiscipline in class, misbehavior with fellow students, poor performance, delinquent acts, inattention during class, disobeying, irrelevant questions and misbehavior with teachers*.

During discussion with the teachers on this issue, a large number of teachers endorsed corporal punishment because for them it was the only way to handle the students. *One teacher quoted,*

student feel because of the punishments teachers inflict on students. There were many students (10% girls/ 15% boys and 17% bully students) who endorsed that they did **not mind punishment** by teachers. A boy quoted that *“how can I mind, as they are teachers. They might be using this for some purpose”*. It shows that some of the students have taken violence by teachers as a part and parcel of school life. Along with this, there were a few students (5% boys, 3% girls and 3% bully students) who reported that punishment might be helpful for **improvement of students’ behavior**. Many students reported that they could not do anything except to bear it. But there were some students who mentioned its after-effect in the form of **aggression and its displacement** i.e. when teacher scold or hit them, they hit their peer. Another few accepted that they became violent towards their teachers.

A girl cited that *“I cannot tolerate the unjust behavior of the teachers. So I argue with teachers and many a times become violent towards other students in frustration”*.

Another reality came in to light during the discussion that some *teachers themselves did not punish but gave responsibility to class monitors to handle the class in their absence or even in their presence. For maintaining discipline, the monitor used physical forces on fellow students sometimes even blackmailed them (in the name of their false complaint to teacher) to get some benefits from them. The teachers did not mind if these monitors hit the students. Monitorship was on rotation basis, thus those were being hit by the monitor used to take the revenge when their turn for monitorship came and this circle went on.*

Besides the behavior of teachers, on asking about the improvement they wish to bring in their school, most of the students wished if their teacher would change their teaching methods. Many students believed that poor performance of students was due to faulty teaching techniques. One student mentioned that teachers themselves did not teach well and punished students for low scores.

- **Teachers’ responses**

One teacher quoted one anecdote of punishment and it’s after effect. She told that one of her colleague forced a student to rub his nose on floor. At that moment the boy could not do anything except to comply. But in the evening the parents of the boy approached the headmaster of the school telling that their son had not yet come back to home after the school hours. All the teachers were called and were enquired about the boy. Then the incident of punishment by teacher came to light and it was feared that boy had gone somewhere due to embarrassment or fear. That teacher was blamed by all so she was badly scared. The boy was searched for hours but nobody found him anywhere. Late in the night the boy was found safe from a place in the village and reported that he felt humiliated so went away. Later it was revealed by one friend of

the boy that it was all planned by the parents of that boy to teach a lesson to the teacher who punished him.

Another teacher cited one incident where a girl in her school brought a knife and threatened to commit suicide as she was upset with the annoying behavior of a teacher because of which she had to face humiliation in the class. The girl went upstairs in school and pretended to cut her nerve with knife, that teacher was in shock and promised that she would not repeat her behavior only then the girl came down and handed over the knife to the teacher.

Such incidents indicate that punishment may generate criminal tendencies among students. After listening to the incidences some of the teachers admitted that punishment was not a good thing but they did not have any other option to manage the behavior of students so they had to use it.

- **Parents' experiences:** A few mothers were interviewed to know about any incident of teachers' violence towards their wards and its impact on the child. Most of them reported that teachers used to punish their children and many of them were not in favor of it but they expressed their inability to intervene in school systems. About the effects, they told that their wards dither to go to school but they forcefully send them. Actually most of them had never correlated any change in their child behavior with punishment. Besides, there were a few parents who cited the anecdotes on how teachers' behavior towards their wards affected their wards.

A mother narrated a couple of incidents of teachers' behavior with her four years old daughter. She cited that one day her daughter told that her class teacher made all the students stand for full period because they did not properly wished good morning to another teacher who visited their class. Their teacher told them to keep standing until they learn to wish the guests who visit to our class. "Because of the teachers' behavior my daughter developed fear instead of the respect for teacher and started modeling aggression at home while playing a teachers' role. This is how the image of teacher she is developing and it may impact her studies" added that mother.

Another mother cited one incident and its impact on the child. "My three years old son who was admitted in play class went to his class for the first time. He entered the class and searched for the chair to sit. His teacher did not offer him any seat. He found a chair lying in a corner and tried to drag it near to the chairs of other classmates. Seeing this, instead of helping the child, teacher shouted very rudely on him, 'Do not make noise'. After this incident my son developed phobia for school and did not go to that school again. It took almost a year for him to come out of this fear and join a new school".

A six years old boy of class 1st refused to go to school because on the very first day his new class teacher shouted at him just because he was writing a little slow. After the incident, the child

refused to go to school for almost two weeks just because of fear of that teacher. The parents had to take him to counselor to remove the fear out of the mind of the child.

DISCUSSION OF THE RESULTS

It is evident from the findings given above that teacher to student violence is widely spread in schools. As much as 57% students found to be frequent victims and 33% students were victimized infrequently. There were only 10% students who reported to be totally safe from teachers' violence. Both psychological and physical forms of violence were inflicted on the students by most of the teachers. These findings are in consistent with the reports from various States of India. In a report on Corporal punishment of children in India (2015) it is mentioned in different parts of country around 40% to 99.9% school children were punished in schools. National Commission for Protection of Children's Rights (2012) also reported that around eight out of ten students experienced insults about their mental characteristics or beaten with a cane.

Not only physical punishment/violence by teachers (which is generally talked about and condemned), even yelling at students proved to be detrimental. Looking at the incidents which have been narrated, it seems that teachers had not used any harsh/physical punishments but the words used by teachers adversely impacted the children and have a long term effect in shaping up their attitude towards school. Self perception of children gets altered if not wholly destroyed even before it emerges by such inhuman acts on tender minds. . Miller et al (2000) also reported that teacher behavior such as shouting all the time, unfairly blaming students, picking on kids, and being rude, to stimulate student resistance and subsequent misbehavior.

Though there were some students who perceived punishment to be useful in improving behavior of indisciplined students but only a few students (i.e. less than 5%) felt that their behavior had improved because of punishments inflicted on them. Therefore, the cause of punishments (reason) did not have a desirable effect (outcome). Moreover, a larger number of students suffered *deteriorating effects* of it. For instace, embarrassment, fear for school, raised aggression which in many cases translated into violence against teachers or peer also. Hyman and Snook (2000) entail "Unnecessarily harsh and punitive disciplinary practices against students create a climate that contributes to school violence. Gershoff (2010) and many other researchers believed that corporal punishment teach students violence by example and increase the likelihood of future violence. According to Nasr (cited in Wasef, 2011), students' violent acts against teachers and other students were found to be correlated with corporal punishment rate they receive. Wasef, (2011) reported that more the teachers practice corporal punishment, the more the student practice violence in schools. Thus violence by teachers may initiate other cycles of violence (as shown in figure 3) along with physical and psychological problems among students. The chance for improvement of behavior which is intended is very low. Hyman and Perone (1998) also

opined that disciplinary strategy increase the frequency and severity of violence thus promote the so-called cycle of violence in schools.

With regards to the reasons for such behavior and its consequences, teachers cited that indiscipline, misbehavior, poor performance, disobeying etc forced them to adopt such measures. Some teachers also used it as a routine to deal with students. One of the reasons frequently cited by teachers was to improve the performance of the students but the students owed their poor performance to inappropriate teaching methods. Considering the huge number of victims of teachers' violence, it seems that the reasons cited by teachers for their behavior are not valid. Sometimes, students had to bear violent behavior of teachers without any reason.

On the part of teachers, their responses indicated that their unpreparedness let them to opt for this easiest way to deal with "undesirable behaviors" of students. Moussa & Al Ayesh, (2009 in Wasef, 2011) also opined that teachers are not qualified enough to discipline students by any means other than corporal punishment. With presumption that punishment works they keep on using it without actually analyzing the consequences. So, how can teacher presume that being violent towards students may alter the students' behavior? It is generally seen that punishment may have an immediate desirable effect (for example, if a student is talking in class, a teacher shout at him, the child stop behaving like that for that moment but restart the same after a while) but have negative effect in longer run as on repetitive punishment the child may develop fear for teachers or subject or school or even develop personality deficiencies or excesses or may also become immune to any kind behavior modification technique. Romi, Lewis, Roache, & Riley, (2011) endorsed that in all cultures, teachers' aggressive management choices tended to increase the types of student misbehaviour they sought to diminish and generate negative feelings toward the teacher.

Another aspect that needs to be deliberated upon is whether the students' behaviours labeled as 'undesirable' by the teachers really needed punishment? Actually none of the behavior as mentioned by teachers warrant any kind of punishment as desirable (appropriate) and undesirable (inappropriate) behaviors are situational. The behavior which is desirable in one situation becomes undesirable in another situation. The students may get confused that the behavior for which they get appreciation in one situation caused punishment in another. Have students been oriented towards this relativity? Otherwise also it is more important for the teacher to understand the course of action than the action itself i.e. how the "so called undesirable behaviors" came to effect than the behavior itself. Conway (2012) also advocates that various factors influence student behaviour and that responsibility for behaviour should not be fully located with students. Many times teacher himself or herself are cause of such behaviors among students and further teachers' punishing behavior to deal with these actually reinforce such behaviors. Graziano and

Linda (1992) also view that a frequent punishment has more to do with a teacher's frustration level than with the child's misbehavior. It shows if a teacher really want to deal with the students who generally exhibit such behaviors teachers need to see it in context with its origin and development. If the factors responsible for the same would be treated the behavior of the students would automatically get improved.

IMPLICATIONS

From the above discussion a few questions are raised: Why do teachers want to control students? Are they puppets who cannot work themselves unless forced for the same? Why cannot they let the child think about their behavior and help them to learn from their mistakes? Students can be made responsible for their behavior only if we allow them to do so. Instead of believing rational choice, teachers should adopt positivistic approach. Focus should be on inculcating academic skills, self-regulation, problem-solving, pro-social skills and conflict resolution skills among students instead of punishment to improve their behavior. Teachers need to know the various strategies to inculcate self-discipline among students and holistic approach to help students know their strengths and weakness and work on these to reinforce these strengths and recede weakness. The most important strategy is to cater the individual needs of learners and help them to have a satisfactory experience at school. In the past, though punishment was there but students rarely exhibited resentment it could be because of the fact that what the students gained in the schools was not possible elsewhere. But in today's time, students have so many sources to obtain knowledge therefore, present teachers need to be one step ahead and be able to cater the diverse group. This would eliminate all kinds of undesirable behaviors and thus teacher would not feel a need to be violent towards students. For making this a reality in schools, teacher education (pre-service as well as in-service) needs to be strengthened by working on the attitudinal aspects of teachers along with inculcating effective teaching and behavior management skills, only then teacher would "spare the rod" and students would learn without fear.

"... Children do not lose their human rights by virtue of passing through the school gates. Thus, education must be provided in a way that respects the inherent dignity of the child...." (General Comment No.1, Committee on the Rights of the Child, 2001).

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